Matanuska-Susitna College
UNIVERSITY of ALASKA ANCHORAGE

Campus Facility Master Plan 2010

Adopted June 4, 2010
Acknowledgements:

A special thanks to the many MSC staff, students and community supporters who volunteered input and insight for this effort, and especially to Dennis Clark, Mat-Su College Director and Eric Blomskog, Facilities Maintenance.
Celebrating 50 Years of Excellence in Education

Chancellor’s Message

Dear Friends and Colleagues,

When Matanuska-Susitna College was established more than 50 years ago, the College began a tradition of serving the higher education needs of Valley residents. From its first days as Palmer Community College, the College has partnered with local organizations and communities to help meet the changing social and economic needs of the Valley by preparing students for future learning, employment, and community engagement. This new master plan will ensure that Matanuska-Susitna College continues its tradition of excellence and service in Alaska’s fastest growing community.

Many of you have invested your time, expertise, and insight on the unique needs of your communities to help develop this comprehensive master plan. Thank you for your support and collective wisdom. Your contributions have produced a valuable blueprint for the future development of Matanuska-Susitna College. The plan takes into account population growth and workforce development needs, from healthcare to refrigeration and heating technology and paramedic technology. It anticipates dynamic academic program and facility needs, while setting an important priority to continue to provide students with a strong foundation for a Baccalaureate and serving as a feeder to UAA and other 4-year programs. In addition, the College provides students with an alternative location to the Anchorage campus. It is a plan in which we can take great pride. And, it is a plan that will continue to enhance the quality of life and meet the educational needs of the Matanuska-Susitna Valley for the next generations. We will refer to the Matanuska-Susitna College Master Plan often and look forward to continuing our history of partnership with the many communities of the Matanuska-Susitna Valley.

Sincerely,
Fran Ulmer
Chancellor

Director’s Message

January 2010

In 2008 Matanuska-Susitna College celebrated its 50th anniversary. In the first fifty two years Mat-Su College has grown from a small campus known as Palmer Community College, with a handful of students, to today’s campus of 950 acres and five building serving over 1800 students per semester. Our modern and well maintained buildings currently houses ten associate degree programs, four certificate programs, eight occupational endorsements in addition to courses that support many of the baccalaureate degree programs offered on the Anchorage Campus.

Many people have been involved in developing this planning document that will be the framework and guide for our growth throughout the next decade. This plan will enhance the quality of life on campus; provide guidance for our services, programs, land use, building efficiency and use of resources. It is no small task to develop a plan of this magnitude. Please join with me in thanking all of the individuals that have contributed their time and energy. We will refer to this plan often in the coming years.

Sincerely,
Dennis Clark
College Director
This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the MSC Campus Master Plan, by section and page number.

### 05.12.030 Campus Master Plans (09-19-08)

#### A. Intent:
The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.

#### B. Contents:
A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

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</tr>
</thead>
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</tr>
<tr>
<td>2. General areas for land acquisition and disposal;</td>
<td>Chapter 4 (page 33).</td>
</tr>
<tr>
<td>3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;</td>
<td>Chapter 4 (page 30).</td>
</tr>
<tr>
<td>4. Demolition of buildings, structures, and facilities;</td>
<td>Chapter 4 (page 33).</td>
</tr>
<tr>
<td>5. General location, size, and purpose of new buildings, structures, and facilities;</td>
<td>Chapter 3 (pages 26-28)</td>
</tr>
<tr>
<td>6. Guidelines for landscaping;</td>
<td>Chapter 4 (page 31).</td>
</tr>
<tr>
<td>7. General location and intent for open spaces, plazas, etc.;</td>
<td>Chapter 4 (page 31).</td>
</tr>
<tr>
<td>8. Guidelines for signage, both freestanding and on buildings and structures;</td>
<td>Chapter 4 (page 32).</td>
</tr>
<tr>
<td>9. Architectural guidelines for all buildings, structures, and facilities;</td>
<td>Chapter 4 (page 32).</td>
</tr>
<tr>
<td>11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and</td>
<td>Chapter 1 (pages 4-7; Chapter 4 (34-35)).</td>
</tr>
<tr>
<td>12. General priorities for capital projects.</td>
<td>Chapter 3 (pages 26-28)</td>
</tr>
</tbody>
</table>

#### C. Development; Review and Update; Revision, and Amendment

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.

2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.

3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

#### D. Purpose and Function; Renovations

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.

2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.
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The MSC campus from a birds-eye view, looking south: In the foreground is the Fred and Sara Machetanz Building (left), the Okeson Library (right), and Jalmar Kerttula Building (far right, mostly out of view). In the background, connected by a semi-enclosed spine, is Snodgrass Hall backed by a circular livestock pen that is no longer used. Behind the campus is a private subdivision.
1. Introduction

Master Plan Purpose and Scope

Matanuska-Susitna College (MSC) is an extended college of the University of Alaska Anchorage (UAA), located in the fastest growing region in the state. This Master Plan primarily addresses the 7 acres of the immediate campus, but it also examines the benefits and opportunities for the entire 950-acre holding of the MSC campus, which is located halfway between Palmer and Wasilla on mile 2 of Trunk Road.

The purpose of this Master Plan is to guide phased site and facility improvements over the next five to ten years (2008-2018) to best meet the unique demographic and higher education needs in the Matanuska-Susitna Valley. It is intended as “a living document reflecting the aspirations” of the campus in accordance with UA Board of Regent Policy. As such, the planning process does not end with the approval of a plan but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates, and expected funding.

The Master Plan was developed thanks to the help and generous input from MCS’s administrative and academic staff, students, local community members, University of Alaska Land Management, and UAA’s Department of Facilities Planning and Construction. This document is a sub-chapter to UAA’s Campus Master Plan, which should be used in tandem to supply more detailed system-wide information. The document is organized as follows:

Chapter One describes Mat-Su College’s strategic mission and role in the UA system, its history and regional context, future student projections, and trends that could play a role in future campus planning needs.

Chapter Two describes the Existing Conditions of the Mat-Su College Campus, including its configuration, existing facilities, transportation issues, utilities, and facility demand issues into the future.

Chapter Three provides a vision for future campus direction at MSC over the next decade. The vision, followed by a list of priority projects reflects enrollment, cultural and regional trends, and is based on the current academic plans and input constituent groups on-campus, and in the surrounding community.

Chapter Four presents Master Plan Recommendations including priority project locations and development guidelines for the next ten years. The chapter also illustrates a long-term Campus Configuration option.

MSC’s Mission and Strategic Role

MSC is an extended college of UAA within the University of Alaska (UA) system (see figure 1), serving nearly 1,650 students per semester. As such, the college strives to implement three nested missions:

- **UA Mission Statement**: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

- **UAA Mission Statement**: The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

- **MSC Mission Statement**: The college serves the geographically and culturally diverse region of the Matanuska-Susitna Valley and, as a college within the largest university in Alaska, it serves the people of the state and the nation. The mission of the college
reflects a desire to build on the strengths of the history of the state, its diverse languages and cultures, and the individual experiences of our students.4

MSC plays a strategic role in meeting the higher education needs of Valley residents. It accomplishes this by preparing students for “future learning, employment, and community engagement through a challenging and rigorous curriculum with exceptional support”5 through a unique mix of programs and curricula that have been developed over time to meet these needs6:

- 2-year general Associate of Arts (AA) program
- 2-year Associate of Applied Science (AAS) degree program in a range of specialized and technical fields. Within these fields, listed below, there are a number of Technical College Certificate and Occupational Endorsement Certificate programs that directly prepare students with the credentials to enter a number of vocations that are important to the state economy:
  - Accounting
  - Architectural and Engineering Technology
  - Computer Information and Office Systems
  - Computer Systems Technology
  - Human Services
  - Refrigeration and Heating Technology
  - Small Business Administration
  - Paramedic Technology
  - Renewable Energy
  - Veterinary Assisting
- Coursework in support of a degree through partnership programs including:
  - AAS in Nursing (UAA)
  - AAS in Early Childhood Development (UAA)
  - Bachelor of Human Services (UAA)
  - Bachelor of Elementary Education (UAA)
  - Information Technology Specialist (UAF)
  - Natural Resources Management (UAF)
- College-level classes for high school students; and
- Continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

MSC also plays a role in the greater UA system by providing a strong foundation for a baccalaureate degree and serving as a feeder to UAA and other 4-year programs. Finally, MSC provides an alternative location for UAA students living in the Valley to take required courses, or for Anchorage-based UAA students to find openings in courses that might be full or unavailable at the main campus.

Baseline Trends and Projections

Within the University of Alaska statewide system, the Department of Statewide Planning and Budget (SWPB) is responsible for maintaining statistics on student trends and projections for the many campuses in the UA System. The SWPB provides comprehensive planning and management information for the University Board of Regents, President, and executive staff and promotes data-driven planning and accountability throughout the UA system. In addition, the department analyzes, submits, and presents the University of Alaska operating and capital budgets.

Statistics shown in Table 1 have been collected from the 2009 UA In Review report, dated May 2009, prepared by the SWPB. The statistics shown in this table are the same statistics used by the University of Alaska Statewide System for planning and budgetary purposes.

Campus current enrollment and future trends are important aspects of master planning for the MSC campus. Major considerations include how the existing facilities support existing course programs, and how they are anticipated to meet projected student capacity into the future. Issues include:

- **Student Demand and Timing:** MSC currently serves more than 2,000 students per semester, with approximately 25% full time students and 75% part time students. Because the majority of the students work and attend school part time, evening courses can be in high demand.
### Table 1. Baseline Trends and Projections

Data Source: University in Review, May 2009

#### Student Head Counts

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Distinct Headcount Per Academic Year</td>
<td>2,272</td>
<td>2,312</td>
<td>2,365</td>
<td>2,439</td>
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<td>2,682</td>
<td>2,790</td>
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#### Student and Faculty Statistics at Fall Semester

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<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>Students</td>
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<td></td>
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<tr>
<td>Distinct Headcount Fall Semester</td>
<td>1,572</td>
<td>1,577</td>
<td>1,535</td>
<td>1,636</td>
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<td>1,893</td>
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<tr>
<td>Student Full-Time Equivalents (FTE) Fall Semester</td>
<td>705</td>
<td>688</td>
<td>697</td>
<td>713</td>
<td>818</td>
<td></td>
<td>867</td>
<td>901</td>
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<tr>
<td>Student Credit Hours (SCH) Fall Semester</td>
<td>10,579</td>
<td>10,323</td>
<td>10,461</td>
<td>10,699</td>
<td>12,271</td>
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<td>13,000</td>
<td>13,520</td>
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<td>SCH Delivered by Distance Technology</td>
<td>410</td>
<td>646</td>
<td>669</td>
<td>821</td>
<td>942</td>
<td></td>
<td>888</td>
<td>932</td>
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<tr>
<td>Non-Credit Instruction Units (10 hours = 1 Unit)</td>
<td>107</td>
<td>61</td>
<td>73</td>
<td>349</td>
<td>297</td>
<td></td>
<td>384</td>
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<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>Regular Unrestricted Instructional Faculty FTE</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>21</td>
<td>25</td>
<td></td>
<td>23</td>
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<tr>
<td>Adjunct FTE (3 Adjuncts = 1 FTE)</td>
<td>27</td>
<td>27</td>
<td>25</td>
<td>27</td>
<td>40</td>
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<td>Other Regular Faculty FTE</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Faculty to Student Ratios</th>
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<tbody>
<tr>
<td>Avg. Student FTE Taught by Regular Faculty FTE</td>
<td>39</td>
<td>39</td>
<td>37</td>
<td>34</td>
<td>33</td>
<td></td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Avg. Student FTE Taught by Total Faculty FTE</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>12</td>
<td></td>
<td>15</td>
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#### Facility Space

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<tr>
<th>Year</th>
<th>2006</th>
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<th>2009</th>
<th></th>
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<th>2011</th>
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<tbody>
<tr>
<td>Gross Area (Square Feet)</td>
<td>104,222</td>
<td>103,169</td>
<td>103,169</td>
<td>110,000</td>
<td></td>
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<tr>
<td>Gross Area Per Fall Student FTE</td>
<td>148</td>
<td>148</td>
<td>145</td>
<td></td>
<td>127</td>
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#### Community Context

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<th>Year</th>
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<th>2009</th>
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<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Regional Population</td>
<td>73,984</td>
<td>77,128</td>
<td>79,699</td>
<td>82,515</td>
<td></td>
<td>89,358</td>
<td>92,990</td>
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<tr>
<td>High School Graduates</td>
<td>912</td>
<td>876</td>
<td>922</td>
<td>1,012</td>
<td></td>
<td>1,099</td>
<td>1,143</td>
</tr>
<tr>
<td>Annualized Unemployment</td>
<td>2,800</td>
<td>2,891</td>
<td>2,792</td>
<td>3,123</td>
<td></td>
<td>3,118</td>
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<td>Occupational Outlook/Annual Projected +/-</td>
<td>37,072</td>
<td>39,217</td>
<td>39,940</td>
<td>41,225</td>
<td></td>
<td>42,132</td>
<td>42,764</td>
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</tbody>
</table>

**Notes**

*Numbers refer to specific data source tables in the University in Review Report.

** Mat-Su Borough Labor Force
- **Class Offerings and Sizes:** As of fall semester 2009, MSC delivered more than 12,000 Student Credit Hours with an average class size of approximately 15 students. Although class sizes have increased in recent years, the average is still below the UAA average of 17.

- **Faculty:** MSC has just over 20 Full-Time Faculty and an average of 80 adjunct professors who teach on campus in any given semester. Providing adequate office space for faculty, and a place for adjunct professors to base themselves (e.g., shared phone, computer terminals, offices for meeting students) has been an ongoing challenge. Over the past decade a number of renovations have carved offices out of less fully utilized spaces and classrooms scattered across campus. There is still additional demand.

## Campus History and Regional Context
MSC originated as Palmer Community College, offering its first courses to residents of the Matanuska and Susitna Valleys in 1958. It is one of several regional colleges, formed initially under the territorial Community College Act, that over the decades have fulfilled important roles as:

- “Essential human development agencies and integral parts of their communities;”
- “Cost-efficient and productive education units in the state;” and
- “Contributors to the educational and economic well-being of the state and its residents.”

Classes were originally held at Palmer High School. By 1970, as the population in the region and demand for classes grew, a decision was made to relocate the campus to somewhere between Palmer and Wasilla. In 1971 the newly formed Mat-Su Borough donated 100 acres toward locating the campus at its current site (see map 1, page 6) followed by another 180 acres in 1973. Around this time, Palmer Community College’s name was changed to Matanuska-Susitna College and initial construction began on the Jalmar Kerttula Building.

Over the subsequent two decades, ongoing phased building projects finished out the Jalmar Kerttula Building (JKB) and Okeson Library. In 1985 Snodgrass Hall was constructed and the land base of the campus was expanded when Fred and Sara Machetanz donated 230 acres to the campus, and the Mat-Su Borough donated an additional 440 acres.

In 1987, the college was changed following university system restructuring from its previous designation as a community college and became “an extended college” or satellite unit of the University of Alaska Anchorage (UAA).

During the 1990s the Fred and Sara Machetanz building was constructed followed a decade later by construction of a partially enclosed bridge to connect the Machetanz building with Snodgrass Hall. This was followed by replacement of the Ortner Warehouse in 2005.

As MSC reaches its 50th Anniversary in 2008, the college now serves nearly 1,650 students per semester in facilities totalling 102,676 square feet on its 950 acre campus.

Overall, MSC’s development reflects a regional context of growth. In the past 15 years the Matanuska-Susitna Valley has surpassed all other regions of Alaska in its rate of population and job growth.

Valley growth has especially accelerated since 2000, averaging about five percent annually. Within this pattern of growth, the 25 to 40 year age group has grown faster than the overall population, reflecting the trend of families with young children moving to the area. After high school, about half of the residents in the 20-24 years age group stay in the Valley while half leave to pursue educational and career opportunities elsewhere.

In terms of how this growth relates to MSC, the college has an important role to play in serving the resident young adult population and the growing Valley job market, which grew on average 5.5 percent in the last decade, more than three times as fast as the rest of Alaska. Although there are a few other resources in the area—the Job Corps Center in Palmer, Charter College,
Wayland Baptist College, and the Mat-Su Career and Technical High School in Wasilla—MSC clearly is a valuable resource in supporting development of a well-educated and qualified regional workforce.

In addition to strong growth in population, the Valley has experienced significant physical development over the past decade, including in the vicinity of the college. Although Palmer and Wasilla have grown significantly, the unincorporated suburban/rural “Core Area” between the two towns where MSC is located has experienced the most growth. The Core Area now has more than twice as many residents as Palmer and Wasilla combined.9

At the juncture of Trunk Road and the Parks Highway, a short distance from MSC, a new $101 million acute care

This 1930’s Palmer Historical Society photo shows UAF’s Matanuska Experiment Farm land backed by the glacially formed ridges typical of the area. An early version of Trunk Road is in the foreground. Despite significant regional development since the 1930s in between Wasilla and Palmer—the “Core Area” of Mat-Su—MSC sits on the edge of 2,000 acres of mostly undeveloped land held by the University system for educational, experimental, and trust purposes.
hospital has been constructed that is attracting top health specialists—oncologists, cardiologists, neurologists—to the region, and creating new partnership and educational opportunities in the health field. Additionally, as growth creates new traffic, a number of road projects have and will continue to be built. A major project on the horizon that affects MSC is the state Trunk Road reconstruction project to change that road into a 4 lane minor arterial, bisecting part of the MSC campus and changing its main entry access, as described later in this report.10

With the new hospital, Trunk Road upgrade, and overall growth trends, the Matanuska Susitna Borough (MSB) anticipates that the Core Area between Palmer and Wasilla will more than double in population by 2025, with the “Regional Medical Center/College campuses vicinity becoming a major employment center with significant commercial and housing growth nearby”.11

Although the push for development and change will affect the campus, the land ownership patterns directly surrounding the campus afford some stability. In addition to MSC’s land holdings of 950 acres expanding northeast from the campus, the University of Fairbanks owns 1,060 acres along Trunk Road associated with the The Matanuska Experiment Farm. This land base is part of the UAF Agriculture & Forestry Experiment Station established in 1917. It supports research in sustainable agriculture, land reclamation and other environmental issues. It includes 260 acres of cultivated land and 800 acres of forest land for research or demonstration purposes.

Map 1 - This MSB Long Range Transportation Study map identifies base road upgrade needs until 2025. Trunk Road, the main access for MSC, is currently being upgraded to a 4-lane minor arterial. University system lands totalling 2,000 acres are highlighted.
The campus boundaries encompass approximately 950 acres of which only ten are used in direct support of educational facilities. There are a total of seven contiguous parcels which make up the Mat-Su Campus. The existing campus is almost entirely situated in the southern portion of Parcel MS.MC.4001, which was acquired from the Mat-Su Borough in 1971 for the purpose of establishing a Community College. The property was expanded to include parcel MS.MC.4002 in 1973. In 1986, Sara Machetanz donated Parcel MS.MC.4003. This was matched with a donation of Parcel 4004 from the Mat-Su Borough. In subsequent years, the Machetanz Family donated Parcels MS.MC.4005, 4006, and 4007. All of the parcels donated by the Machetanz Family have a 50 year restriction on development.

The Archery Range (shown on the map) is currently permitted through August 31, 2011. The permit can be terminated with a 30 day notice on the part of the University.

The Alaska Department of Transportation and Public Facilities has completed negotiations with UA to acquire public right-of-way to the re-development of Trunk Road. The right-of-way will bisect Parcel MS.MC.4001.
Aerial view of the Matanuska-Susitna College campus showing the Fred and Sara Machetanz Building on the left, the Okeson Library building on the right and Snodgrass Hall in the distance, connected by the pedestrian bridge.

Mat-Su College has a well defined front entrance and pleasingly compatible architecture.

The “Bridge” serves as student lounge near Snodgrass Hall.
This Existing Conditions Chapter addresses the overall MSC property, with a predominant focus on the “campus vicinity” off Trunk Road where all existing facilities are located. The chapter specifically addresses:

- Natural Features and Environmental Site Characteristics
- Current Campus Configuration
- Building Inventory and Condition
- Existing Circulation and Parking
- Existing Utilities and Services
- Facilities Demand
- Property and Deed Restrictions
- Trunk Road Realignment

The Mat-Su Campus of the University of Alaska Anchorage is situated between Wasilla and Palmer, a short distance off of the Parks Highway. The campus is linked to the highway by Trunk Road, an arterial that is currently in the design phase of an upgrade project.

The 950-acre campus consists of a number of parcels that were acquired at different times, some of which include deed restrictions. MSC properties are shown in Map 2 and described in the accompanying table and text. The campus location is shown on Map 3, and site topography and campus footprint is identified on Map 4.

### Natural Features and Environmental Site Characteristics

The natural features of a site affect development and the general character of the campus. The following brief descriptions identify the opportunities and constraints imposed by the natural characteristics of the site.

#### Geology

The Mat-Su Campus property is a landscape formed by glaciation and includes moraine ridges and a unique set of geological formations called drumlins. These ridges and hills are primarily comprised of gravel. The gravel which underlies the campus has considerable value and on similar nearby properties to the east and to the north, the gravel is being actively mined. Existing soils and geotechnical conditions in the vicinity of the campus provide good conditions for facility development.

#### Topography

The topography on the Mat-Su campus property is governed by the underlying glacial geology. The entire area is very hilly and undulated with many areas of steep slopes. Ridges of gravel cross the site diagonally from the southwest to the northeast. The Topography Diagram on the following page depicts the hilly nature and ridge formation that has governed development of the campus.

Site topography offers both challenges and opportunities. The campus is situated on a ridge with steep slopes and significant valleys to both the north and south. A depression of approximately 25 feet separates the main grouping of campus buildings from Snodgrass Hall. There is adequate developable area to the east of the current development. With readily available, high quality fill, the landform can be shaped to best meet future needs.

#### Hydrology

The Mat-Su Campus is very well drained as a result of the underlying gravel formation. No part of the campus is situated in a flood plain. Based on interpretation of aerial photography, there are some limited areas of wetlands on campus properties, but not in the vicinity of current campus development.

There are two small lakes situated at the east end of campus properties on land donated by the Machetanz Family. These offer possible recreation or study opportunities at some time in the future.
Map 4 - Campus Topography

TOPOGRAPHY DIAGRAM
Mat-Su Campus Vicinity

Elevation Above Sea Level

- Greater than 330
- 320-330
- 310-320
- 300-310
- 290-300
- 280-290
- 270-280
- 260-270
- 250-260
- 240-250
- Less than 240

Graphic Scale in Feet

0 100 200 300 400 500
Vegetation

Virtually all of the 950 acres of the Mat-Su Campus remain naturally wooded. The woodlands consist primarily of Birch with the inclusion of white spruce, cottonwood, alder and a variety of native undergrowth. Some other areas in the Mat-Su Borough have investigated commercial timber harvesting, however due to a number of factors it does not appear to be commercially viable at the current time. Additionally, due to the long time frame required for re-growth in our northern latitudes, there is some question about environmental sustainability of harvesting this resource.

The woodlands on the Mat-Su Campus offer a long-term means of buffering the campus from surrounding development. The wooded areas also provide a good opportunity for maintaining the natural character already established in the campus development.

Beyond the natural wooded areas, there are some decorative landscape beds directly surrounding facilities with healthy, fairly mature species. There is also an experimental tree planting area.

Climate

The Mat-Su region climate is relatively arid, receiving just over 16 inches of precipitation per year. Precipitation is relatively evenly distributed throughout the year. Temperatures are mild in the summer and cold in the winter. The average temperature for the month of July is just under 70 degrees and the average temperature for January is about 10 degrees.

Wind is an issue for local residents. Winds during winter storms can be very strong over a sustained period of hours, and even one or two days. On the whole, however winds are generally light with an average annual wind speed of less than 3 miles per hour. The Alaska Energy Authority (www.akenergyauthority.org) which analyzes locations for alternative energy potential gives a power rating of poor for the general vicinity.

Views

The hilly terrain of the Mat-Su Campus and the vista of Pioneer Peak offer great possibilities for capturing views. This is true throughout the campus properties. The current campus does take some advantage of the views available.

Current Campus Configuration

As it currently exists, Mat-Su College has an attractive cohesive quality in a largely natural setting. Map 5 presents the existing campus layout.

As briefly described in Chapter One, the current campus configuration dates from 1972, when the Jalmar Kerttula Building was first completed to establish the Mat-Su Community College. The Kerttula Building was subsequently expanded in 1973, 1976, and 1984. The Okeson Library was constructed in 1981 and Snodgrass Hall followed in 1985.

Snodgrass Hall was separated from the first two buildings by a valley which drops about 25 feet. Snodgrass Hall originally included facilities for handling and even butchering livestock, which may explain the desire to separate the facility from the rest of the campus. Today however, the building is mainly used for non-agricultural courses. When the Fred and Sara Machetanz Building was constructed in 1995, the opportunity was taken to integrate Snodgrass Hall into the rest of the campus by constructing a connecting bridge between the Machetanz Building and Snodgrass Hall.
MSC Existing Campus Configuration
Building Inventory and Conditions

This section addresses each of the campus buildings and their condition and uses. The Campus Configuration Diagram on page 10 identifies each of the buildings by name and provides the dates for when campus facilities were completed. Floor plans for each of the buildings are included as an appendix to the document.

J. Kerttula Building

The J. Kerttula Building was the first building constructed at the Mat-Su Community College in 1972 and has been remodeled and added-on several times. Currently there is a project to upgrade the building’s obsolete air handling and aging boiler systems.

The Kerttula Building currently houses:

- The Office of the Director and administration
- The bookstore
- Marketing office
- Business office
- Computer and CAD labs
- Computer Technology Services
- Kitchen and cafeteria
- Copy center
- General classrooms
- Staff and faculty offices
- Faculty lounge
- Alaska Department of Education, Rural Alaska Principal Preparation & Support Office
- Refrigeration and Heating Department
- Biology laboratory

The J. Kerttula Building houses vocational training for refrigeration & heating

Okeson Library Building

The Okeson Library was constructed in 1981. It has been remodeled and modified on several occasions since that time. As the name implies, the building houses the campus library and library workrooms. Library print and media collections are located on both the ground and upper floor. On the upper floor there are several rooms including 200M1 and 200W1 (restrooms) and 213, 214 (popular places for individual and group study), and 215 (storage for periodical and juvenile collections and study carrel). Other spaces in the building support:

- The Learning Center; and
- Student Club Display Cases.

An atrium space connects the Okeson library to the Kerttula Building. The space is bright and airy and has become a popular student hang-out. There are very few places on campus for students to congregate and recreate.

The Okeson Library offers a light and airy space for study

The J. Kerttula Building houses vocational training for refrigeration & heating

The Atrium between the Okeson Library and the Kerttula Building is a favorite student hang-out
The Fred and Sara Machetanz Building

The Fred and Sara Machetanz (FSM) Building was constructed in 1995. Mr. Machetanz was one of Alaska’s most renowned artists and in addition to supporting other curriculum and student needs, the Machetanz Building houses the Art Department.

Since the building was constructed in 1995, it has been modified to better support curriculum needs. The original building featured a day care center with attached outdoor playground. The indoor portion has since been converted to a nursing lab and general classroom. A room once dedicated to weaving proved to be highly under utilized and now supports other curriculum. Other uses in the Machetanz building include:

- Art gallery
- General classrooms
- Art studios for drawing, stained glass, and metal smithing
- Offices
- Student Government office
- Student Services, including registration and academic advising
- Nursing laboratory
- Computer Information & Office Systems Skills Center lab

The Fred and Sara Machetanz Building houses a variety of classroom spaces and offices.

FSM features several art studios and an art gallery in honor of its famous namesake, artist Fred Machetanz.

FSM has an unused outdoor play area that was once used for a daycare; the indoor daycare space was converted into a nursing lab and general classroom.

Student Services, including registration and counselling, is one of several different building uses found in the Fred & Sara Machetanz Building.
Snodgrass Hall

Snodgrass Hall was constructed in 1985 and reflected a statewide push and optimism about agricultural development in the state. The building was developed as the “Ag” Building and included the Ted Berry animal examination labs. Additionally, the building featured a livestock enclosure and an area for training people to butcher livestock. On the south side of the building are greenhouses.

Since 1985, the building has seen very little use for its original intent of agricultural education. The greenhouses mostly sit idle, and the livestock pen is slated for removal. One of the covered outdoor livestock examination pens has been enclosed and the space has been incorporated into the building proper.

Snodgrass Hall has been transformed and remodeled to fill current curriculum needs. In 1997 a pedestrian bridge was constructed to connect Snodgrass Hall to the Machetanz building to better integrate Snodgrass Hall into the rest of the campus. While the rest of the campus remains open for classes, Snodgrass Hall is largely unused during the summer months.

Snodgrass Hall supports the following building uses:
- Renovated chemistry laboratory
- General classrooms
- Biology laboratory
- Emergency Medical Technician training room
- Paramedic laboratory
- Staff and faculty offices
- Greenhouse

The pedestrian bridge between Snodgrass Hall and the Machetanz Building has a “tree house-like” quality as it spans the ravine separating the two buildings.

Originally intended for agricultural education, Snodgrass was built to include a greenhouse (above) and livestock pen. The building primarily supports non-agricultural uses.
The Bridge

The pedestrian bridge connecting Snodgrass Hall and the Machetanz Building was constructed in 1997 as a means of better integrating Snodgrass Hall with the rest of the campus. Although covered, it is mostly open to the environment. The bridge spans a naturally wooded ravine between the two buildings and it has a pleasant “tree house-like” quality. As the bridge approaches Snodgrass Hall, the space becomes entirely enclosed. This narrow interior space is furnished and used as a lounge.

The Ortner Warehouse

The Ortner Warehouse was constructed in 2003. The 4,000 square foot building provides storage for machinery and other facility support material for the campus.

Existing Transportation Conditions, Circulation and Parking

Virtually everybody who visits the Mat-Su campus arrives by automobile. The campus is almost equally distant from the cities of Palmer and Wasilla and not easily walkable from either. The campus is connected to the Mat-Su Valley road system by Trunk Road. Access to the campus from Trunk Road is problematic. During peak traffic times at the campus, vehicles back up on Trunk Road due to a lack of turn lanes. The problem is compounded by the fact that campus access is situated on a curve of Trunk Road. The curve limits the ability to adequately see approaching vehicles.

A major upgrade and re-routing of Trunk Road is currently in the planning stages by the State of Alaska.

MSC is at mile two of Trunk Road, a small winding two lane highway that is being redesigned as a straighter, four lane road.
Department of Transportation and Public Facilities. According to current plans, Trunk Road will be re-routed further east, bringing the roadway closer to the campus. While this re-route will impact campus properties, it provides an opportunity to improve the current situation.

There are a couple of traffic alternatives under consideration. The first alternative connects the existing access road to the new alignment of Trunk Road. The new connection will have appropriate turn lanes. With a single connection to Trunk Road in roughly the same location, the issue of adequate visibility remains. During peak traffic, there would still be some difficulty with the ability to exit the campus onto Trunk Road. This would be alleviated with a signalized intersection, a solution under consideration at this time.

Another alternative is to provide a second access to the campus further north on Trunk Road. In this case, neither access point would be signalized, but with two access points the ability to enter and exit the campus would be much improved due to shorter waits at each location. An added benefit of a second access point is to open up more of the campus to future development.

Another campus access issue is the need for a bike path alongside Trunk Road. Currently, cyclists can reach the Trunk Road junction using a bike path that parallels the Palmer-Wasilla Highway. Once at the junction they have to choose between riding in a ditch, or on the winding Trunk Road—both of which are very unsafe, especially in poor visibility conditions. Bicycle access to college campuses is considered expected and necessary, and is an especially critical need for Mat-Su students who use rental housing nearby (there is no on-campus housing) but do not have vehicles.

**On-Campus Circulation**

On-campus vehicular circulation is generally clear and straightforward. This applies to the three closely connected buildings, the J. Kerttula Building, the Okeson Library, the Fred and Sara Machetanz Building and their associated parking.

Circulation supporting Snodgrass Hall, however, is less clear. As can be seen on the Campus Configuration Diagram, vehicles traveling to Snodgrass Hall must turn right off of the access drive just before the Ortner Warehouse. The route continues behind the J. Kerttula Building, turning right again and leading to the parking lot that serves the building.

One of the problems with this access is that a vehicle arriving at the parking lot for Snodgrass Hall, only to find it full, must travel all the way back around the campus to park in the main parking lot. The gravel overflow parking lot is not desirable to students and.
seldom used. The overflow parking lot must currently be accessed from the residential drive on the south boundary of the campus. For security purposes, the connection to that drive may be gated when Snodgrass Hall is not in use.

Emergency access to the south side of the Machetanz Building and the Okeson Library are currently inadequate and improvements to this access are being designed to address this important safety issue.

**Parking**

Campus parking is currently adequate for the level of use. There are parking spaces for nearly 300 vehicles in the main parking lot and approximately 60 vehicles in the Snodgrass Hall parking lot.

**Existing Utilities and Services**

**Sewer**

The campus currently uses three leach fields for sewage treatment. There are three fields on campus. Eric Blomskog, facilities manager noted that leach fields are in a continuous state of slow failure. No new locations for leach fields have been identified to replace the existing fields when they fail. Additionally, the leach field adjacent to the Machetanz Building is situated in one of the best locations for future campus development.

**Water**

Water for the campus is provided from an on-site well. This has not been an issue in the past and the well is suitable for providing campus needs, although the campus is now required to place a flow meter to monitor volume. In the future, the system potentially may not be adequate if the water table continues to drop, contaminants increase, and demand rises. Arsenic is a particular concern, even though, at less than 10 parts per million, it is still well within the level that is considered safe for drinking.

**Possible Sewer and Water Connections**

With construction of the new hospital not far from the campus, water and sewer lines have been extended within range of the campus. A new public water connection to the City of Palmer is in the planning stages and a new water reservoir is planned in the near vicinity of the campus. The public water connection may be available after completion of the Trunk Road realignment. A new sewer connection is not envisioned in the immediate future, but may be available within the time frame of this plan. Connection to a public sewer system would free up the areas currently used as leach fields.

**Natural Gas**

Natural gas is available to the campus and is used for all of the heating needs. Supply is very dependable.

**Electricity**

Electricity is provided by the Matanuska Electric Association and is generally acceptable. Power failures are, however, not uncommon and there seems to be a
Use of computers and other specialized equipment requires electrical upgrades in older buildings and dependable back-up.

particular problem with losing a single phase of the three-phase connection. Due to the computing equipment and other specialized needs of the campus, dependable back-up generation is needed. The older buildings on campus were not designed to accommodate the electrical needs of extensive computer use and are in need of electrical upgrades.

Computer & Internet

University classrooms and libraries are becoming more and more technology intensive and increasing numbers of academic resources are becoming available online including over 20,000 journals and e-books. Given these changes, MSC’s internet connection has become challenged. The two T1 connections are only rated at 1.5444 megabits/second (3 total) and the network’s internet connection is strained during peak periods.

Hardware is being installed that automatically prioritizes bandwidth access for academic uses over downloading and access to “entertainment” type resources. However, as educational materials are now moving into using the same format as entertainment resources (e.g. MP3, streamlink) this approach is potentially only a short term solution.

Beyond meeting internet bandwidth needs, the University also has the ongoing challenge of providing enough computer workstations and the range of needed software to support students in fulfilling class assignments. Two additional computer labs with 20 computers each are needed to fill demand during peak times (morning - after lunch, and later in the semester during most hours).

Compounding the lack of workstations is public demand for internet access in the Okeson Library. Although the college welcomes the broader community, many of the library’s resources are accessed online, and students are given first priority for the use of computer workstations.

Adding new computer labs and having a few dedicated public stations in the library are options that may be considered. In terms of cabling infrastructure, new computer labs ideally will be located adjacent to the existing Computer Technical Services room (JKB 116). Additional options are to locate new computer labs on floor two of the library although this would require student aides to monitor.

Beyond what the college provides, students with their own computers and internet service do have the ability to gain wireless access to the internet after obtaining a wireless pass code. A number of students can be seen using this option in common areas. As future common spaces are developed, quiet work spaces with electrical access should continue to be incorporated.

One final consideration is the increasing level of technology in teaching. The campus is working toward having ceiling mounted computers with internet access in all classrooms to support instructors.
Facility Demand

Current campus enrollment and future trends are important aspects of master planning for the MSC campus. Major considerations include how the existing facilities support existing course programs, and how they are anticipated to meet projected student capacity into the future. Student and faculty projections have been identified in Chapter 1. The following section addresses physical space needs based on current and projected student demand:

- **Auditorium**: MSC lacks a large space on campus to support college and community-wide events. A facility that could hold bigger venues such as graduations, lectures, performances, and public forums is desired as an important way to engage students and the broader Valley community and create a stronger sense of community and identity.

- **Classrooms**: MSC has a total of 16 classrooms currently in use for general lectures with a seating capacity from 18 to 50 students (see Table 2, page 21). As mentioned, most of MSC’s classes are smaller than UAA’s 17 students per class. This allows spaces to be used at or below maximum seating capacity leaving plenty of “elbow” room for students to spread out. Four classrooms, however, are used at or above their capacity, primarily using paddle chairs that allow more seating (see highlighted listings in Table 2). The reason for this less than ideal situation, at least regarding FSM 205 and 103, is that the campus has a limited number of lecture spaces at or above a capacity of 40 seats. There is a desire for spaces that can accommodate between 50 and 100 people for lectures and non-college venues. Although the combined classrooms at Snodgrass Hall (118 and 122) provide 60 seats total in a 25 x 56 foot square rectangle, the room is oriented sideways, and is not preferred for larger lectures. It does however serve well for EMT training and similar events that require a lot of space.

- **Laboratory Facilities**: MSC has 14 laboratories used for computers, science and art. Compared with lecture spaces, lab spaces on the campus are often used to their maximum capacity with a demonstrated need for more space (see highlighted listings in Table 3). One reason for this is the high demand for computer-based learning. As previously described, MSC could add a number of additional computer work stations and labs and still not completely meet the demands of students who need a computer to complete assignments. The second issue is the expansion of opportunities and interest in science on campus, particularly for the biological sciences and health care related fields. A recently completed project renovated Snodgrass Hall 106 to consolidate science teaching equipment and lab supplies while providing additional storage and a preparation room. The project added 540 square feet to create a biological sciences lab and reconfigured unused former Ag spaces.

In addition to accommodating present student demand, MSC is working to anticipate future enrollment, programmatic and space demands to the extent possible.
The 2006 - 2010 Enrollment Management Plan describes potential future trends, including:
- In spite of the economic downturn of 2008, the Mat-Su Valley anticipates continued growth due to affordable housing and increasing work opportunities.
- UAA has a targeted growth rate of percent per year.
- Retention of students at MSC plays an important role in meeting UAA’s targeted growth rate. For example the retention for non-degree seeking students appears to cycle between 25 and 35 percent, and for part time associate degree seeking students, below 35 percent in four of the last seven years. Although there have been gains in some

A project is currently consolidating biological science equipment and lab spaces to better serve instructor needs, particularly for storage of equipment and preparation.

### Table 2. MSC Classroom Facilities
Listed by size and type

<table>
<thead>
<tr>
<th>BLDG</th>
<th>RM</th>
<th>Description</th>
<th>Sq.Ft.</th>
<th>Seating Capacity</th>
<th>Current Seat Type Method</th>
<th>Current Use</th>
<th>Maximum Lecture</th>
<th>OH</th>
<th>TV</th>
<th>VCR</th>
<th>DVD</th>
<th>PRO</th>
<th>Specialized use and/or equipment and notes</th>
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<tr>
<td>FSM</td>
<td>105</td>
<td>Small Lecture</td>
<td>400</td>
<td>Paddle Chairs</td>
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<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>SNOD</td>
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<td>Small Lecture</td>
<td>464</td>
<td></td>
<td></td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSM</td>
<td>112A</td>
<td>General Lecture</td>
<td>588</td>
<td>Tables/Chairs</td>
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<td>18</td>
<td>29</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ED/Early Childhood</td>
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<td>JKB</td>
<td>108</td>
<td>General Lecture</td>
<td>625</td>
<td>Tables/Chairs</td>
<td></td>
<td>24</td>
<td>31</td>
<td>X</td>
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<tr>
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<td>General Lecture</td>
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<td>Tables/Chairs</td>
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<td>X</td>
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<td>117</td>
<td>General Lecture</td>
<td>675</td>
<td>Tables/Chairs</td>
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<td>30</td>
<td>33</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sink/Stove</td>
</tr>
<tr>
<td>SNOD</td>
<td>119</td>
<td>General Lecture</td>
<td>675</td>
<td>Tables/Chairs</td>
<td></td>
<td>32</td>
<td>33</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FSM</td>
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<td>General Lecture</td>
<td>712</td>
<td>Paddle Chairs</td>
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<td>31</td>
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<td>X</td>
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<tr>
<td>JKB</td>
<td>128</td>
<td>General Lecture</td>
<td>725</td>
<td>Tables/Chairs</td>
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<td>24</td>
<td>36</td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>General Lecture</td>
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<td>Tables/Chairs</td>
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<td>40</td>
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<tr>
<td>FSM</td>
<td>204</td>
<td>General Lecture</td>
<td>768</td>
<td>Tables/Chairs</td>
<td></td>
<td>24</td>
<td>36</td>
<td>X</td>
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<tr>
<td>FSM</td>
<td>205</td>
<td>General Lecture</td>
<td>800</td>
<td>Paddle Chairs</td>
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<td>48</td>
<td>40</td>
<td>X</td>
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<tr>
<td>FSM</td>
<td>103</td>
<td>General Lecture</td>
<td>806</td>
<td>Paddle Chairs</td>
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<td>40</td>
<td>40</td>
<td>X</td>
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<tr>
<td>SNOD</td>
<td>103</td>
<td>Large Lecture</td>
<td>1152</td>
<td>Tables/Chairs</td>
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<td>32</td>
<td>50</td>
<td>X</td>
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<tr>
<td>SNOD</td>
<td>118</td>
<td>Large Lecture (with rm 122 overflow)</td>
<td>725 (1219)</td>
<td>Tables/Chairs</td>
<td></td>
<td>32 (56)</td>
<td>36 (60)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EMT; combined rooms' sideways orientation is a problem for teaching most academic subjects.</td>
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<tr>
<td>SNOD</td>
<td>122</td>
<td>Large Lecture (with rm 118 overflow)</td>
<td>494</td>
<td>Tables/Chairs</td>
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<td>24 (56)</td>
<td>24 (60)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSM</td>
<td>201</td>
<td>Special Use</td>
<td>299</td>
<td>Tables/Chairs</td>
<td></td>
<td>13</td>
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<td>X</td>
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<td></td>
<td>Conference Room</td>
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<td>121</td>
<td>Special Use</td>
<td>1400</td>
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<td>-</td>
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<td>Testing and Learning Resource Center</td>
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<tr>
<td>FSM</td>
<td>109</td>
<td>Special Use</td>
<td>400</td>
<td>Open Seating</td>
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<td>-</td>
<td>20</td>
<td>X</td>
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<td></td>
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<td>Student Government</td>
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<td>JKB</td>
<td>111</td>
<td>Special Use</td>
<td>475</td>
<td>Tables/Chairs</td>
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<td>21</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Testing</td>
</tr>
</tbody>
</table>

* OH = Overhead; TV= Television; DVD=DVD Player, PRO= Projector

Sources: Fall 2007 Classroom Schedule “Door Signs” October 03, 2007; MSC Room Details Chart 09/08/06; and UAA Campus Facilities Master Plan, Faculty & Staff Meeting Notes (September 16, 2004); phone conversation with MSC Administrative Scheduling Staff, Suzan Labby 11-28-07.
Table 3. MSC Laboratory Facilities
Listed by size and type

<table>
<thead>
<tr>
<th>BLDG</th>
<th>RM</th>
<th>Description</th>
<th>Sq.Ft.</th>
<th>Seating Capacity</th>
<th>Electronic Communications Equipment</th>
<th>Specialized use and/or equipment</th>
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* OH = Overhead; TV= Television; DVD=DVD Player, PRO= Projector
Sources: Fall 2007 Classroom Schedule “Door Signs” October 03, 2007; MSC Room Details Chart 09/08/06; and phone conversations with MSC staff.

areas, overall data is problematic because students transferring to another UAA campus are not counted as retained. MSC has set a target of a 50 percent retention rate up to the year 2010. Several goals related to retaining students have a physical facility component:

1) Students who are actively involved in campus life and form support networks of friends are less likely to leave. . . . The College can encourage students to become more involved by providing a commuter student lounge and creating multi-use spaces that provide recreational, lounging, studying space, and food service. The cafeteria currently only provides some of these elements in a more limited way.

2) Improve the college campus in ways that make it an even more appealing choice as a location for students to pursue their educational goals within the UA system.

- There is a limit to the overall number of persons that can be taught on the MSC Campus at any time and construction of classroom space is a lengthy process. If the college grows at a rate of 4 percent per year, classroom space will become a limiting factor to enrollment growth in three years. Increasing the efficiency with which space is used is critical to the success of this enrollment plan. Careful course scheduling can help but it can only go so far.

- Because of the high number of non-traditional students it is anticipated that flexible course scheduling and “blended format” courses will be increasingly important in the future, which helps relieve pressure on classroom space and facilities. This expansion is dependent on bandwidth capacity.

- MSC is a rural campus that can reach out to students who are uncomfortable in an urban setting. It can serve as a transition campus where students who are unfamiliar with the routines common in more highly populated areas of the state can gain the life experience to function effectively in that type of environment. Additionally, as the Mat-Su College looks to add curriculum such as Renewable Resource Technology that may draw students from other parts of the state for extended periods of time, the ability to serve those students is limited by the inability to house them and a lack of needed services in the local community. The entire issue of housing, however must be addressed at a University-wide level and it is not currently a funding priority for UAA or UA. Although there are ideas to defray
public costs using private-public partnerships especially with Alaska Native Corporations, this opportunity raises some complex issues which will take significant work to resolve.

- Finally, MSC is working to anticipate and support “High Demand” or degree programs that are both highly employable in the future and that are popular with students. Key areas listed in the plan tend to have a strong technology focus—Drafting, Computer and Network Technology, Telecommunications and Electronics Systems, and Refrigeration and Heating Technology, and AAS programs. This trend indicates a need to anticipate and respond to the facility and physical plant needs with the technology that supports these high demand programs.

The MSC Enrollment Management Plan, 2006 – 2010, details trends in student enrollment at MSC, and sets forth projections and targets for the future. Overall, the plan points to a few major themes:

- Enrollment at MSC has increased during six out of seven past fall semesters.
- Although non-traditional students account for almost 60 percent of the total student body, there is an increase in the number of traditional students enrolling, potentially reflecting growth demographics, and also a strong commitment at the Mat-Su Borough Assembly level to make “improving higher education opportunities for Valley residents a priority” through funding new vocational education programs at the high school level.

MSC’s Enrollment Management Plan proposes multi-use spaces that involve commuter and part-time students in campus life to better support retention and student success.

- A Mat-Su Borough Community Planning survey completed by residents in October 2000 showed that 22.9 percent of the respondents want to pursue a bachelor’s degree and 19.3 percent are interested in a master’s degree. The percentage of the Valley’s 25 year and older population who have earned an associate degree is 2.6 percent above the national average, and an estimated 27 percent of residents in this population group have earned an associate or higher degree.

- A profile of the “typical” MSC student is a woman in her mid-late 20s who graduated from a local high school in the top half of her class, takes between 6 and 9 credit hours and works while attending college, and will transfer to another institution to complete her baccalaureate degree.

- Upward of 50 percent of students enrolled at MSC were actually registered in a degree program at UAA, and most MSC students will finish their degrees in Anchorage. Although MSC offers a great education, it is advantageous for students who attend MSC to receive a degree with the prestige of the University of Alaska Anchorage because UAA is a name that is recognized nationally while Mat-Su College is not. Thus, ongoing partnerships between MSC and UAA are important, and cooperation between the Mat-Su and Anchorage campuses will encourage greater enrollment and retention of students in a region that soon will be the second-most populated area of the state.

The Mat-Su Borough sees MSC as a critical resource for Valley residents in terms of providing degree and vocational opportunities, and meeting higher education needs for the second most populated area of the state.
MSC has dedicated physical plant staff who do an exceptional job of maintaining campus facilities and grounds, and keeping the campus attractive and inviting.

MSC’s nursing courses help provide workforce development in support of the local economy and the nearby Mat-Su Regional Medical Center.

MSC’s campus plays an important “Town Square” role in terms of the arts, discourse, and life-long learning.
3. Campus Academic Plan & Vision

This chapter describes a vision and goals for the Mat-Su College Campus and this Master Plan. It was developed from a range of input and background material including the College’s adopted mission. The vision and goals also reflect input over the course of the planning effort, including a number of formal meetings between 2003 and 2007 with these representative groups:

- Master Planning Advisory Council (UAA, MSC, Community Representatives)
- MSC faculty and staff
- MSC students
- Valley residents / public meeting

Academic Plan

Finally, the Master Plan vision and goals reflect Matanuska-Susitna College’s Academic Plan. This plan for 2007-2012 acknowledges, and seeks to position MSC to address the challenges and opportunities associated with its multi-faceted roles:

- MSC as a member of the UAA community that supports system-wide degree programs by providing exceptional student support and a rigorous curriculum;
- MSC as a unique educational institution with five decades of experience and strong internal capacity; and
- MSC as a community partner, “close to the center of gravity” and “on neutral turf” for the Palmer (4 miles) and Wasilla (6 miles) populations.

The Strategic Plan Goals that relate to the campus and its facilities are also incorporated:

- Strengthen the UAA community: “Improve campus life for commuter students”
- Increase student success
- Enhance the physical wellbeing & academic success of the campus community
- Keep facilities and infrastructure in good repair to maintain a high-quality learning environment
- Expand and enhance MSC as a “public square,” and enhance community engagement
- Expand social and cultural opportunities for MSC students, Mat-Su Valley residents and the State of Alaska
- Provide a center for creative exhibition and performance
- Provide community interest classes, forums, and community discourse

Master Plan Vision

The Mat-Su Campus of the University of Alaska Anchorage (UAA) provides community-focused, accessible education dedicated to academic excellence and designed to prepare students to achieve their potential. One of five regional campuses associated with UAA, the Mat-Su Campus is an open admission institution that delivers academic and career programs ranging from certificates to select baccalaureate degrees. The Mat-Su Campus offers educational, social and cultural opportunities; encourages life-long learning; supports local economic and workforce development; promotes progressive partnerships, and advances regionally responsive education in a student-centered learning environment.

MSC Campus Goals

1) Provide a highly supportive entry portal into the Alaska system of higher education for local high school graduates and others seeking an educational transition from that of the local community to the more intense experience of larger residential campuses.

2) Provide local curriculum alternatives for commuter students.

3) Provide opportunities for workforce development in support of the local economy that include certification courses and continuing education.

4) Provide opportunities for collaborative learning through development of partnerships within the community.

5) Provide opportunities for lifelong education for Mat-Su residents.

6) Provide opportunities for regional social and cultural events.

7) Provide an attractive, sustainable, and energy efficient campus that supports faculty and student interaction, and encourages the retention of qualified faculty and staff.
Priority Projects
Following are descriptions of priority campus development projects. The projects fall into three categories, New Construction, Renewal and Renovation, and in one case, Academic Equipment. All of these projects have been through a vetting process and are currently identified on the University of Alaska Capital Requests for Review by Facilities Council, FY11-FY16. Each of the projects is listed in the current order of ranking within the overall system of UAA Community Campuses.

NEW CONSTRUCTION
Mat-Su Paramedic Program/Classroom Addition
Mat-Su College has offered a paramedic program as of the 2009 fall semester. This project will provide a dedicated lab for this program as well as classroom and meeting space.

Entrance Signage
The Trunk Road realignment will eliminate current inadequate signage. Additionally, there will be two new access points to the campus on Trunk Road. New signs will increase visibility for the campus and alert drivers to the campus entrance at a safe distance.

Design for Valley Center for Art & Learning
This dual purpose building would consist of two libraries, one leased to the Mat-Su Borough and a 1000 – 1500 seat auditorium. The design enables each library to function separately, since each has different metrics to measure success. This type of facility is very much in concert with UAA’s strategy of public engagement in addition to meeting the needs of the local community.

RENEWAL AND RENOVATION
Phase I Air Handling Unit + Boiler Replacement
The air handling unit for the J. Kerttula Building is over 35 years old and is inadequate for current ventilation needs for offices and educational facilities. The re-heat coil has had numerous leaks over the years as well as fan and shaft balancing problems. The heat plant is over 25 years old and has outlived its life expectancy. The heat plant has been added onto over the years which has left the piping under sized for system demands.

Student Services Remodel FSM Rm102
This space was designed in 1991 for 8 staff and counselors, and currently houses all testing for students and community needs in addition to 12 staff and counselors. This is critical for their success.

Mat-Su Science Lab, Phase II Renewal, JKB 123
The biology lab is over 30 years old. The current lab accommodates 15 students. The space is utilized poorly, and poorly ventilated with damaged work surfaces and poor lighting. This request will bring the lab up to current standards. Science lab space is currently in short supply.

Door Card Lock System
This will improve building security to allow controlled access to labs and classrooms. It will also allow for emergency lock down from a central location (125 card locks will be needed).

Updating a 30 year old biology lab is a high priority.
Bridge Enclosure
The open walkway/bridge between the Fred and Sara Machettanz Building and Snodgrass Hall poses safety hazards during some times of the year. Open to the elements, it encounters icing problems which result in the need for salting. This, in turn, is causing corrosion problems to the steel super structure. Enclosing the bridge will improve safety and comfort. It will also lower maintenance costs and wear-and-tear on the structure of the bridge.

*AY 2010 Ranking: 16*

Snodgrass Hall Parking Lot and Loop Road
Snodgrass Hall classroom maximum capacity is 238 students with only 57 parking spaces in front of the building. Behind Snodgrass Hall is a cleared dirt lot with no drainage and a steep, unpaved access road. Walking up this grade after parking is a safety concern in the winter months. The loop road will tie all of the parking lots together for better access for students and emergency vehicles.

*AY 2010 Ranking: 19*

Restroom Upgrade
OLB, MS 105 – 100 mi, 100 wi, 200 mi, 200 wi, 200 mi, JKB (MS 104 – 100 mi, 100 wi). The OLB restrooms are 26 years old and the wall panels may contain asbestos. Sink counter tops are worn, stall partitions and hardware have out lived their usefulness. The JKB restrooms are 29 years old. The wall panels in these restrooms may also have asbestos.

*AY 2010 Ranking: 20*

Roof Replacement
The roof is 15 years old and is at the end of its life and is in need of replacement at this time. It would be prudent to double the R-value when replacing.

*AY 2010 Ranking: 28*

ACADEMIC EQUIPMENT REQUESTS

Wind Generator Equipment
MSC has taken a leadership role in partnership with UAF and UAA on a new Renewable Energy Program. This program will provide for the study of wind-diesel and other renewable energy technologies and help to coordinate efforts statewide. This request will allow for the acquisition of academic equipment to be used in training for maintenance and operation of renewable energy equipment. As many as 70 bush communities have or are contemplating installing renewable energy sources.

In partnership with UAF and UAA, MSC is beginning a Renewable Energy Program. A wind generator is requested to help the campus study technologies for use statewide, including in rural villages. Extra power can be sold back to the grid.
Additional Campus Needs

The following projects were recommended by staff, students, faculty, and members of the public during the planning process.

Computers / Technology

Internet service upgrade and 20 – 40 additional computer lab work stations (ideally near JKB 116 and the CTS Office) to free up library computers for open and community use. Additionally, other requests for computer oriented training improvements include:

- Upgraded AutoCad classroom
- Distance education lab improvements
- One instructional support area where staff can produce podcasts, video
- Classroom improvements for video conferencing

Public Square

- Additional 75-100 person capacity rooms are needed for some class lectures, community speaker events, small conferences and community meetings. This includes a need for new band and chorus rooms although these may be programmed into the Auditorium Project. These consist of one or more 75-100 person capacity rooms for some class lectures, community speaker events, small conferences, community meetings, festivals, competitions and job fairs. Ideally these could be re-configured into different set-ups for events and functions with adjacency to the auditorium.

- Group study areas like the Spine at UAA: “We want informal study areas and comfortable group study areas to congregate” (according to some students the cafeteria is too small and noisy, and the library upstairs rooms lack the “Spine” atmosphere and vibrancy). Also, put tables in Snodgrass bridge and replace couches in Atrium with something more comfortable.

- Request for a small apartment to house Faculty Fellows that stay for three days at a time. Consider including an annex of two apartments for visiting faculty, speakers, artists in residence and others who could enrich teaching on campus. In the summer, have special residents teaching at summer classes and events. This would be a means of adding more collegiate activity. Accommodation for visiting faculty could do so much to inspire students to broaden and deepen their education. Retention, education quality, and community support would all be benefits.

Classrooms

- Additional capacity for Refrigeration program and AutoCad (full with waiting list).

Offices

- Additional faculty offices, ideally close to classrooms.
- Relocate Business Office and expand closer to Student Services and Bookstore.
- Student Services needs to be spruced up, it is the first point of contact.
- Additional Storage.
Facility Infrastructure

- HVAC noise needs to be fixed in FSM 103 and JKB 125 needs more air. Air noise in the classrooms is greater in some than others. Where video conferencing is planned, low noise air systems are a necessity.

- A library loading dock is needed to serve the bookstore, library and mail room. Compensation cases for injuries sustained loading and unloading goods have been an issue.

- Lighting upgrade in classrooms.

- Add key cards, security cameras.

- Electrical upgrade and Generator. Power is becoming a limited resource at its location in the phase one building at College (MSC). More redundant power leads are necessary to keep systems running when the power goes out – meaning a generator is needed. A fire suppression system not based on sprinklers is needed – as extensive damage would result.

- Request air conditioning in communication rooms.

Group study, recreation, and socializing spaces are greatly desired by commuter students to help create a more active and engaging campus life.

Upgrades in some classrooms were requested by staff and students to address less than ideal environmental conditions. Key issues include HVAC noise, warm temperatures in communication rooms, and a desire for upgraded lighting.
Note: The sizes, shapes, and locations of all improvements are very approximate. Additional study is required to define specific parameters.
4. Recommendations

This chapter presents recommendations for MSC campus development over the next five to ten years. It is followed by specific guidelines for site development, and potential regional coordination opportunities that may serve the campus in the future. Finally, the chapter closes by proposing a long-term site “quad” configuration option to address the site’s topographical constraints.

The illustrative plan on Page 30 represents a physical implementation of potential development on the MSC Campus over the next five to ten years. In addition to locating priority projects presented in the last chapter, the map provides additional building sites for unknown projects. It is unlikely that construction will occur to the full extent in the time frame of this planning document, however, continued growth in the region may accelerate development over the next ten years.

The map locates priority building projects including a new Administration Building, and a new Library and Auditorium. Site specific development includes the new Trunk Road alignment, multi-use trails, and a secondary driveway. At these new junctures, new gateway signage needs are identified. Additionally, the new Mat-Su water tower tank is highlighted (also an opportunity for MSC signage) and a wind generator is located high on a gravel ridge nearby. Other potential site improvements include a new sports field, and expanded parking.

**Landscaping Guidelines**

MSC’s campus includes woodlands, open lawn, and landscape beds with well-established ornamental trees and shrubs. These are accented by seasonal baskets and annuals for extra color. The overall landscape has a character that is both rural and horticultural. Many of the species provide seasonal berries and are attractive to birds and wildlife. It is recommended that this general pattern be maintained, in addition to following these guidelines:

- To the extent possible, existing landscaping should be preserved and incorporated into new development.
- Provide browse resistant trees, shrubs and plants close to foot paths and buildings to avoid conflicts (primarily with moose).
- Low maintenance species should be chosen for permanent planting beds. Species with low water requirements after establishment are recommended given that well capacity may become a concern.
- The existing landforms include deep depressions and high ridges. When filling, disturbances to existing forest should be lessened by using retaining walls

**Open Space**

MSC currently has attractive outdoor spaces, predominantly at the entrances to buildings, with benches and small patios, or associated with the woodland surrounding the campus. Pathways and trails meander across the entire acreage of University land that users on-campus and from around the region enjoy.

Because of the severe grade changes in the landforms, there is a limitation on usable open space for active use, including gatherings and sports activities. There is currently an area for archery that serves the larger population with a soon-to-expire lease. In the course of developing the secondary Trunk Road access, the archery area will be disturbed. Thus, this plan identifies a potential new sports field and open space. Potentially the archery use could be relocated. Additionally, as new buildings are constructed, south facing plazas and entry ways can be provided for socializing and student use.
Signage Guidelines

Signage at MSC should predominantly focus on providing safe access to the campus from the busy Trunk Road for first-time users. Given the roadway speed and dark winter conditions, signage should give ample warning.

Besides the directional aspect of wayfinding, signage should also help strengthen the identity of the campus and its affiliation with UAA. If the opportunity presents itself, use of the MSC and UAA logos and/or art on the water tank would be ideal to provide orientation and serve as a landmark and beacon to the community.

Additionally, signs should adhere to local community standards and UAA’s campus Signage and Wayfinding Guidelines. Key points from this plan include:

- Consolidate and simplify signage to avoid visual clutter and confusion.
- Use signage as an element of continuity and UAA identity throughout the campus.
- Locate signage in predictable locations to aid visitor orientation.
- Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
- Accommodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.

In adhering to UAA’s wayfinding and signage guidelines, there should be flexibility based on appropriateness to the campus setting, and adopted logo and color themes.

Architectural Guidelines

Development projects will adhere to local land use plans and development standards, and follow these guidelines:

- MSC has a consistent façade and well-defined main entrances. Generally, new facilities should maintain this façade or be highly complementary to existing buildings. Buildings that are deemed as “signature buildings”, including, but not limited to a new Mat-Su Borough / MSC Library and Auditorium may be differentiated from the main campus and create a highly welcoming, but unique architectural form, providing an iconic presence on the campus that serves as a regional landmark.
- To the extent possible locate all new buildings to preserve the rural, wooded feel of the campus, to maintain views to Pioneer Peak (both from indoor and outdoor locations), and for maximum solar gain.
- New buildings, or major changes to existing buildings, should embrace “green technologies” for energy efficiency and user comfort. It is the intent that new facilities will be designed and constructed to the standard required to obtain a LEED© (Leadership in Energy and Environmental Design) Silver Rating. Particular attention should be given to the use of renewable energy resources consistent with the academic program.
- Where possible, renovations which impact the outer shell or roof of a building should seek to improve energy efficiency.
- Drainage and falling ice should be directed away from pathways and entrances, and all facilities must meet the requirements for ADA accessibility.
- Adherence to high standard for HVAC systems that ensures quiet and good air flow year round.

Environmental & Cultural Issues

There are no known environmental and/or cultural resource issues that are likely to significantly impact development in the area where campus improvements are most likely to occur. At least one archaeological area of interest was identified in the development of the new Trunk Road alignment and it is probable that there are others in the general area. Also, within the entire 950 acres of the campus there are known wetland areas and there may be other environmentally sensitive areas.

Within the immediate vicinity of the existing campus the high ridges and deep depressions of the existing topography present site development and configuration challenges.
A potential concern is ground water arsenic. As noted earlier, MSC currently obtains its water from an on-site well. MSC’s well water currently measures less than 10 parts per million for arsenic, well within the level that is considered safe for drinking, but existing arsenic levels warrant continued monitoring. UA Lands is currently negotiating with the City of Palmer to connect to city water and a new water tank is programmed nearby. UAA will continue to pursue a connection to a community water source as an alternative to the existing well water.

Finally, although the campus has very good gravel and drainage, the present lack of city sewer service and heavy demand on leach fields may become an issue. Future sites could be in any number of locations, depending on how development occurs. When retired, the existing leach field adjacent to the Machetanz Building could become a nice location for campus development or open space. UAA is also engaged in a continuing effort to connect the campus to the community sewage system.

**Acquisitions/Disposals/Demolition**

The MSC Campus has ample acreage and no land acquisition is anticipated over the life of this plan. The University will consider acquisition of properties in the proximity of campus that support the programmatic or strategic needs of the Campus. Examples include, but are not limited to: program support space, research space, recreation, student housing, warehousing and parking. Additionally, although no land disposal is anticipated, the University will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.

Full building demolition is not anticipated over the life of this plan, however the MSC Campus has a number of older buildings and into the future, major upgrade costs should be compared against the cost of demolition and new energy-efficient construction. Partial demolition and building upgrades are anticipated.

Finally, many of UAA’s Mat-Su parcels have deed restrictions, but some that do not may help provide income through gravel extraction followed by remediation. Extraction activities and selected sites should be compatible with campus operations. Where gravel sites may be visible from the campus, vegetative buffers are recommended.
Other Recommendations

Additional recommendations follow that are related to this planning effort. Some aspects would require MSC implementation, while others require coordination with other local and regional entities and governments.

- Close Rear Access: It may be desirable to permanently block or remove the now gated rear access. Although it originally provided the only access to the College, over the years it has become less used by students.

- Trunk Road Re-Alignment: Regional auto access will largely relate to Trunk Road and its upgrade. In order to support safety, and ease of access, the ADOT&PF project design for Trunk Road should incorporate:
  - A signalized intersection
  - Turn lanes
  - Area to queue at a 5 percent or less slope
  - Safe sight distances
  - At least one additional entrance onto Trunk Road as demand or new development warrants
  - Attractive entryway/signage that welcomes the greater community
  - Roadside trails that link with greater roadside and recreational trail systems, and with nearby public institutions (UAF’s experimental station, Mat-Su Regional Hospital, Park and Ride, etc.)

- Extension of city sewer services and water infrastructure from Palmer to MSC would be desirable in the future.

- Over the course of implementing this plan, ongoing coordination on transportation issues will remain important, especially in terms of public transit with the existing MASCOT shuttle service and potential train commuter service via the Alaska Railroad. Also, there is some discussion that a UAA-MSC campus-to-campus shuttle would be beneficial to both entities.

- According to a number of staff, students and faculty, respect for the natural environment is a high priority. As such, land uses in the future should look to preserve fragile and special areas. At the same time, recreation on undeveloped College lands is also highly valued on the part of many individuals associated with the campus and living in the area. However, rather than dedicating easements for trails and recreational uses, a more flexible approach is warranted that allows trails and recreational uses to be relocated and in some cases discontinued depending on site requirements and compatibility with new uses and development. Also, in order to manage public use of trails, design guidelines and rules may also need to be adopted (motorized vs. unmotorized use, safety, etc.), and enforcement addressed in conjunction with local governments. Additionally, upgrade and upkeep of existing trails is a priority.

Residents in the Valley call the block of public lands used for recreation and enjoyed as open space in the MSC area “central park.” MSC land connects up with Kepler-Bradley State Recreation Area and Crevasse Moraine Trails.

To provide public transportation into the future MSC will need to cooperate with public and private entities such as MASCOT which currently provides shuttle service to Wasilla, Palmer and Anchorage.
• Develop a process and criteria for reassigning space (e.g., classrooms, faculty offices, administration offices and storage) on an ongoing priority basis. Also, look at space and energy efficiencies and ways to enliven and improve use of existing spaces.

• Finally, MSC should consider ongoing partnership opportunities with nearby and regional entities and landowners. As an example, importing workforce for the new hospital is expensive and a joint MSC and Mat-Su Regional Medical Center training course for locals could provide a win-win opportunity. Or perhaps Native Corporation quasi-public housing could be developed to bring individuals from villages to MSC for vocational training—especially from the Bristol Bay region for the refrigeration program. Other regional partners include the UAF Agricultural Experimental Station, Matanuska-Susitna Borough, area high schools, Chickaloon Village.

**Long Term Campus Configuration**

At some point, beyond the time frame of this planning document, the MSC campus may need to address a major site constraint, topography. The campus currently sits on two high ridges with the pedestrian bridge spanning a significant depression that separates the ridges. The wooded depression is handsome and contributes to the “Alaskan” character of the campus. It is considered a desirable feature of the campus by both students and faculty.

The addition of future buildings on campus will require an assessment of the best location. Continued development along the ridgelines may not be the best solution as it will impact vehicular circulation on campus, the ability to develop parking, and the ease of connection between buildings.

One alternative is to use the readily available gravel resource that exists on the campus for fill and to create a quadrangle around which development might occur. This would create outdoor gathering space that is not currently available and it would facilitate easy and accessible connections between buildings without the need for bridges or the use of vehicles to travel from one part of the campus to another.

Currently there is strong opposition from faculty and staff to remove the trees within this depression, and a desire to maintain the rural campus quality that this attractive woodland provides. Additionally, there is no current development pressure that would drive such a change. In the future, however, the basic landform of the campus may be a significant enough constraint to development to warrant consideration of this configuration.

Time will tell what amount of growth is realistic on the MSC campus. If the quadrangle configuration does become an option, several issues should be considered.

- In areas of fill that border mature forest, minimize disturbances using retaining walls. Also, there is an arboretum of trees planted in 1986 to test their hardiness located to the north of Snodgrass Hall. This area should not be developed or cleared without due consideration and potentially moving the specimens.

- Strong pedestrian connections, both indoor and outdoor, should be incorporated for every new phase of development linking it to existing buildings and parking.

- As the campus develops in the near term, new roads, parking utilities, fire lanes and site infrastructure should be developed with a long term footprint in mind.

- In the relatively near future, it is expected that public water and sewer will be available freeing land currently used for septic fields and eliminating future need for them as the campus expands.

- Campus auto circulation and access should remain predominantly on the perimeter of the campus. The exception is fire lane access behind buildings, which can be accommodated by very large sidewalks that maintain the Quad as a pedestrian-oriented area.
References - End Notes

1 UA Board of Regent Policy (P05.12.030)
2 UA Board of Regent Policy (P01.01.010)
3 UA Board of Regent Policy (P01.01.020)
4 <http://www.matsu.alaska.edu/aboutMSC/> 10-01-07
9 MSB. Matanuska-Susitna Borough Core Area Comprehensive Plan Update, 2007; UAA Matanuska-Susitna College. Enrollment Management Plan 2006-2010; and
10 HDR. Mat-Su Borough Long-Range Transportation Plan, 2007.
13 <http://www.matsu.alaska.edu> 10-01-07;
14 UAA Campus Facilities Master Plan Meeting Notes:
   - Master Planning Advisory Council (UAA, MSC, Community Representatives) September 16, 2004
   - MSC Administration, April 4, 2003 and September 16, 2004
   - MSC Faculty and Staff, Sept. 16, 2004, Sept. 12, 2007
   - MSC Students, September 16, 2004 and September 12, 2007
   - Valley Residents / Public Meeting, September 16, 2004
   - UAA Facilities and MSC Administration, June 6, 2007
   - UA Land Management and Facilities, June 6, 2007
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Appendix - Building Floor Plans

May 6, 2010